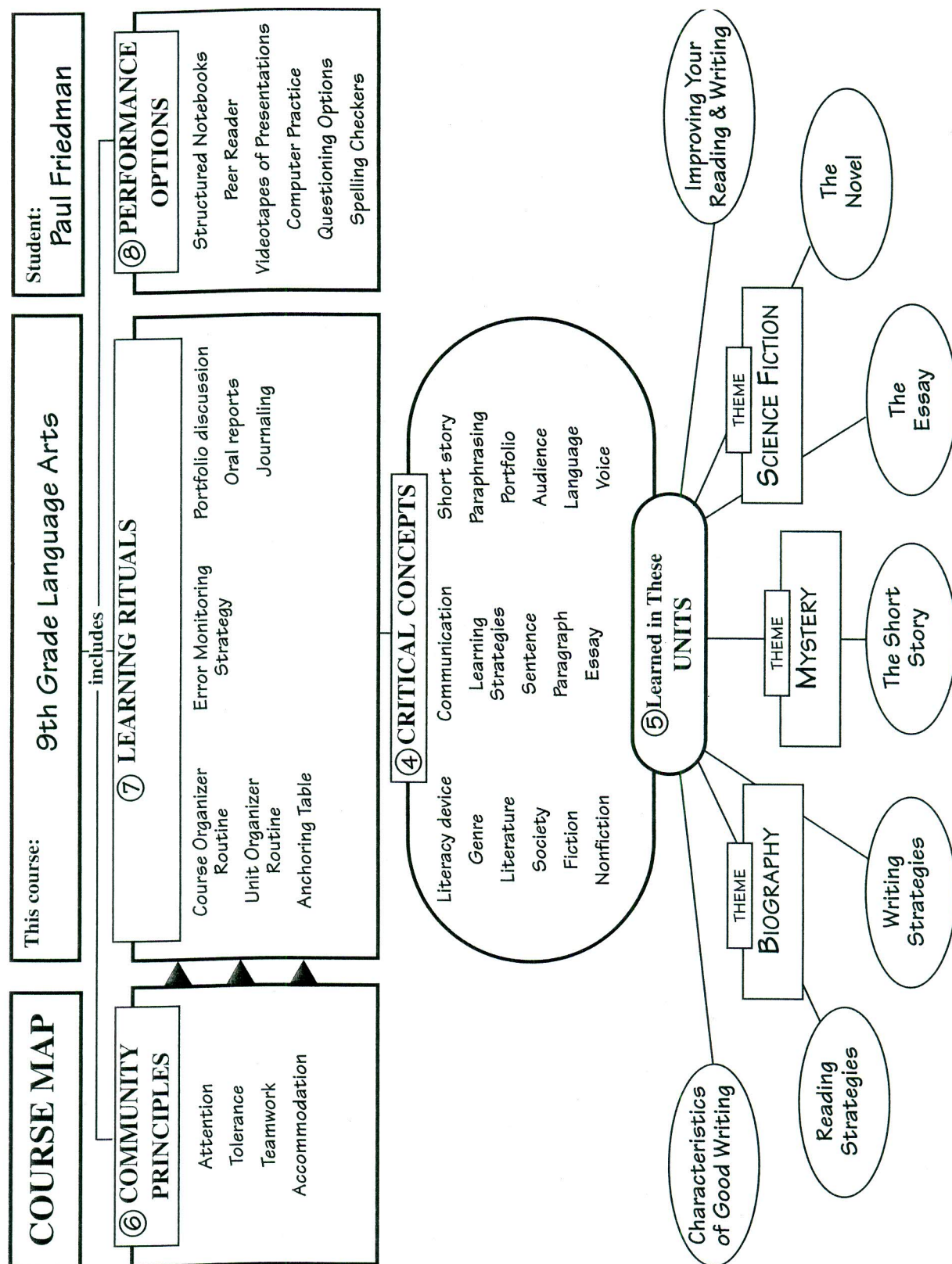


Source: From *The Course Organizer Routine* (p. 72) by B. K. Lenz, J. B. Schumaker, D. D. Deshler, & J. A. Bulgren, 1998, Lawrence, KS: Edge Enterprises.

FIGURE 4.6 Course Map



Source: From *The Course Organizer Routine* (p. 76) by B. K. Lenz, J. B. Schumaker, D. D. Deshler, & J. A. Bulgren, 1998, Lawrence, KS: Edge Enterprises.

D

Textbook Title: _____

YES NO

	T	R	I
	1. Does the title reflect the main idea/topic of the chapter?		
	2. Does the table of contents show relationships or organizational patterns between the unit and the current chapter?		
	3. Are the headings listed in the table of contents or is there an expanded table of contents?		
	4. Does the table of contents show a clear arrangement of ideas by use of one of the most common relationship structures? Check the structure used:		
	_____ Order	_____ Explanation	
	_____ Process	_____ Comparison	
	_____ Causality	_____ Deliberation	
	_____ Problem/Solution		
	5. Is there a clear relationship or structure of ideas between the current chapter and the immediately preceding and the following chapters?		
	6. Is there a clearly identified introduction to the chapter?		
	7. Does the introduction specify chapter goals/objectives for reading? Are the goals/objectives: _____ Explicit (stated/listed)? _____ Implied (embedded)?		
	8. Does the introduction provide an overview of the chapter?		
	9. Does the introduction specify the relationship or organization of ideas/events in the chapter through use of one of the most common relationship structures? Check structure used:		
	_____ Order	_____ Explanation	
	_____ Process	_____ Comparison	
	_____ Causality	_____ Deliberation	
	_____ Problem/Solution		
	10. Does the introduction state the rationale/relevance of the chapter content? _____ Are the rationales/relevance statement: _____ Explicit? _____ Implied ?		

YES NO			
			11. Does the introduction: <ul style="list-style-type: none"> _____ review previously studied relevant material/information? _____ relate it to the topic of the current chapter? _____ explicitly state the relationship? _____ imply the relationship?
M			12. Do titles of main headings and subheadings clearly reflect the main idea structure of information presented? 13. Do subheadings follow a clear sequence of information directly related to the main headings? 14. Does the author use size, shape, color, and/or placement to distinguish types of headings? 15. Are new/key vocabulary highlighted in the text? _____ In bold print or italics? _____ Listed at end of chapter, bottom of page, or margin? 16. Does the text provide _____ A definition of key terms? _____ A pronunciation guide for key terms? 17. Do graphics enhance the most important information contained in the chapter and/or related directly to headings? 18. Do graphics depict information in a succinct, easy-to-read format with instructions provided for interpretation or use of charts and graphs?
S			19. Is there a clearly identified summary? 20. Does the summary synthesize chapter contents? 21. Does the summary review chapter goals/objectives? 22. Does the summary focus student attention on the most important concepts, ideas, and information? 23. Are there chapter review/study questions? 24. Are chapter review questions based on the critical key concepts and ideas? 25. Is there a good balance among main idea, detail/fact, and critical thinking (applications, analysis, synthesis) questions?

Total number of questions answered "YES" _____

The higher the score, the more considerate and "user-friendly" the textbook. The more considerate a textbook, the more likely that students will be able to use it independently. The more inconsiderate a textbook, the more teacher facilitation and intervention will be required.

Source: From *The Survey Routine*, by D. D. Deshler, J. B. Schumaker, and P. C. McKnight, 1997, Lawrence: University of Kansas Center for Research on Learning. Copyright 1997. Reprinted with permission.

TRIMS

Strategies for Enhancing Text Problem Areas

Possible Problem Area	Teacher Strategies
Title <input type="checkbox"/> Students are unable to paraphrase title because it contains: a) unknown vocabulary b) concepts not previously defined or studied	<ul style="list-style-type: none"> ✓ Assist students in paraphrasing title by eliciting or providing synonyms for unknown vocabulary in the title. ✓ Have students change title to a question and find answer to the question in chapter introduction. ✓ Assist students in dividing concept vocabulary into "word parts" to paraphrase definition of concept, e.g.: humanism = human + ism human = mankind ism = system of belief ✓ Paraphrase title for students to provide a general definition of the title/chapter topic.
Relationship <input type="checkbox"/> Students are unable to determine the relationship of information due to a) unknown vocabulary and/or concepts in the chapter or unit titles b) lack of understanding of and/or inexperience in identifying relationship structures <input type="checkbox"/> The order of chapters in the text does not match the order assigned by the teacher.	<ul style="list-style-type: none"> ✓ Provide practice in identifying relationships—use preceding chapters (familiar materials) as a basis for identifying relationships. ✓ Provide examples of the 3 most common relationship structures used in text; elicit "real life" examples of the specific relationship; cite examples in text; have students find additional examples. ✓ Name the relationship for students and provide text examples for them. ✓ Direct students to analyze the order and relationship of assigned chapters. ✓ Explain the relationship of chapters assigned by the teacher. ✓ Compare order selected by teacher to order in the text.
Introduction <input type="checkbox"/> There is no introduction. <input type="checkbox"/> Introduction does not provide any goals/objectives for the chapter.	<ul style="list-style-type: none"> ✓ Introduce the chapter to students. ✓ Provide a rationale for the importance of the chapter content. ✓ Review previously learned material and establish a link to chapter content. ✓ Provide students with goals/objectives for reading. ✓ Continue with the survey, then have students use chapter summary, review questions, headings, etc., to develop goals/objectives for their reading.

Possible Problem Area	Teacher Strategies
<p>Introduction (cont.)</p> <p><input type="checkbox"/> Introduction does not explicitly state, but rather embeds, chapter goals/objectives.</p>	<p>✓ Change the introductory sentences with implicit statements of goals/objectives to explicit statements and list on chalkboard.</p> <p>✓ Provide students with vocabulary usually employed in goal/objective statements (e.g., <i>should, will</i>).</p> <p>✓ Assist students in identifying goals/objectives embedded in the introduction's implicit statement.</p>
<p>Main Parts and Terms</p> <p><input type="checkbox"/> Students cannot differentiate main headings from subheadings and sub/subheadings.</p> <p><input type="checkbox"/> Students cannot diagram the headings into content map form.</p> <p><input type="checkbox"/> Students have difficulty changing headings into questions.</p> <p><input type="checkbox"/> Students cannot find key terms in the chapter.</p> <p><input type="checkbox"/> Students cannot find definitions of key terms.</p> <p><input type="checkbox"/> Students' limited background knowledge/experience makes understanding of key terms/concepts difficult.</p> <p><input type="checkbox"/> Students cannot relate enrichment features to appropriate headings.</p>	<p>✓ Direct students to examine the size, shape, color, and placement of headings to help identify types of headings.</p> <p>✓ Teach students the outline notations, symbols, and patterns.</p> <p>✓ Guide students through the outlining process.</p> <p>✓ Guide students through the mapping process.</p> <p>✓ Provide a content map.</p> <p>✓ Guide students through the process of formulating questions.</p> <p>✓ Provide students with a list of questions and have them match them to appropriate headings.</p> <p>✓ Direct students to look for: words highlighted in bold print, words footnoted at bottom of each page, words noted in margins a list at the end of the chapter, a glossary.</p> <p>✓ Identify key terms and list on chalkboard.</p> <p>✓ Pre-teach vocabulary critical to understanding key concepts in the chapter.</p> <p>✓ Have students create vocabulary cards with terms on one side and definitions on the reverse side. For ESL students, both languages may be used to facilitate understanding. Use cards to create concept/content maps, as a self-testing tool, etc.</p> <p>✓ Guide students through process.</p>

Possible Problem Area	Teacher Strategies
Summary	
<input type="checkbox"/> The chapter does not contain a summary.	<ul style="list-style-type: none"> ✓ Check introduction and review questions for summary information. ✓ Using the information gained through the survey process (<i>intro, headings, review questions, etc.</i>) have students write their own summaries. ✓ Summarize the chapter for students.
<input type="checkbox"/> Students have difficulty paraphrasing the summary because it is too long or summary statements are embedded in the text.	<ul style="list-style-type: none"> ✓ Segment the summary to focus students on smaller units of information. ✓ Identify words in the text that cue a summary. ✓ Summarize the chapter for students.
<input type="checkbox"/> No review /study questions are provided.	<ul style="list-style-type: none"> ✓ Provide students with review /study questions. ✓ Guide students through process of formulating review questions based on what they have learned from their survey of the title, headings, introductions, etc.
<input type="checkbox"/> The review /study questions do not review the most important ideas in the chapter.	<ul style="list-style-type: none"> ✓ Identify types of information targeted by questions. ✓ Provide questions reviewing most important information in the chapter. ✓ Guide students in formulating appropriate questions.

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